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ABSTRACT

The document provides a step-by-step guide for the student expanding his career-planning skills. It is designed for use with grade 10, but is suitable for grades 11 and 12 as well. Each of ten group meetings is presented in terms of goals, assignments (including worksheets), and resource information. Interspersed are four computer terminal visits, which consist of goal statements and search strategies to guide decision-making through ECES. The third aspect of the program is a set of three personal visits, for which forms are provided, where students can record questions they want to raise. The document concludes with a two-page glossary. (MS)

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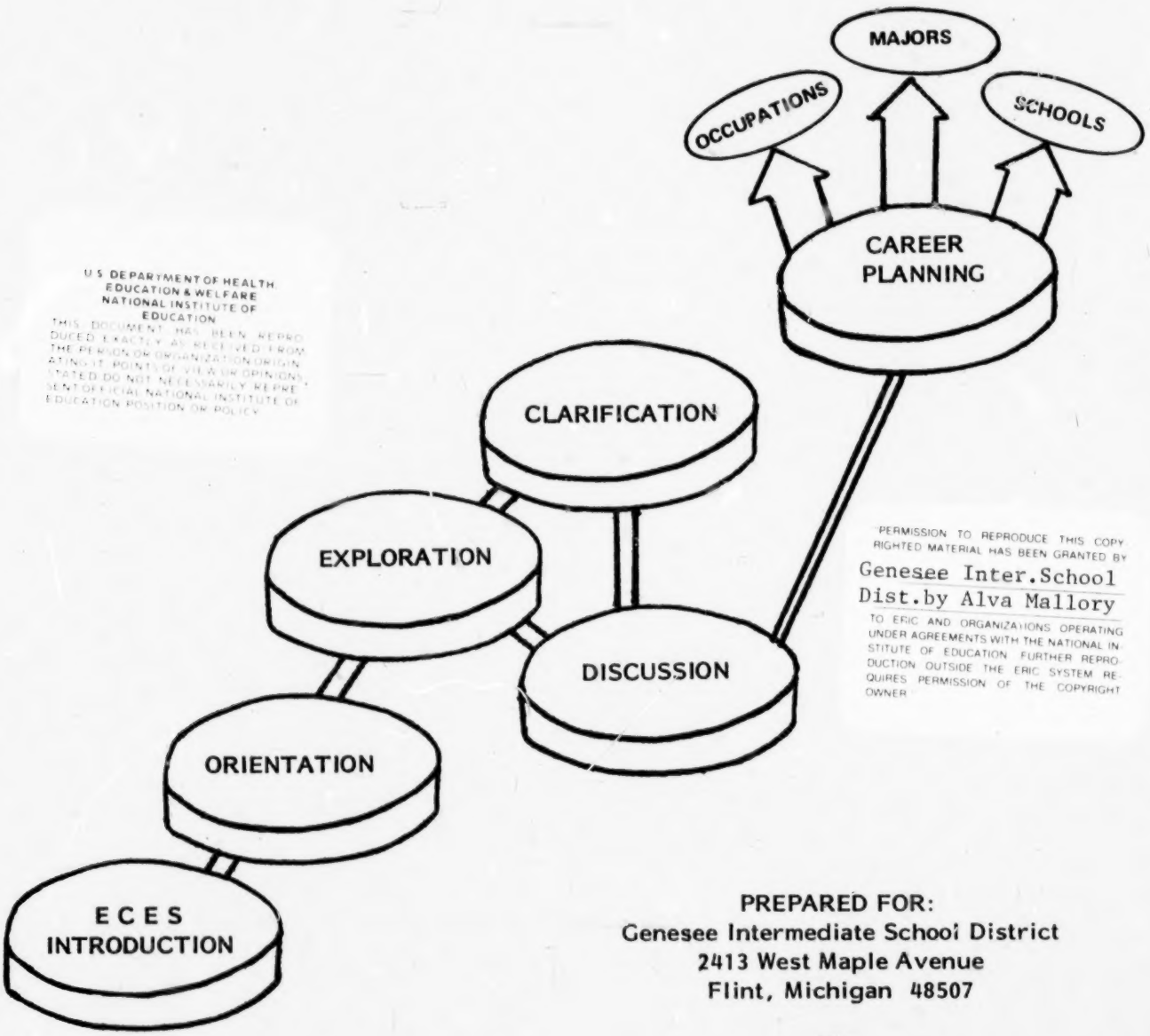
STUDENT GUIDE

TO CAREER DECISION-MAKING SKILLS



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THE COUNSELOR AND STUDENT GUIDES TO CAREER DECISION-MAKING SKILLS

Designed for Use with the

EDUCATIONAL AND CAREER EXPLORATION SYSTEM (ECES)

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ASSIGNMENT FOR GROUP MEETING 1

GOAL: The goal of this assignment is to help you to expand the number of occupations you are considering.

Step 1 List two occupations you are considering:

1. _____

2. _____

Step 2 Now, you will learn a method for grouping occupations.

One way to group occupations is to group together those occupations that share a common interest. An interest is something that you like to do.

For example: doctors and waiters like to serve other people. The interest they share is providing service to people. So, one type of interest is providing service to people.

Other occupations that share this interest are:

policeman
clergyman
barber
stewardess
nurse aide

Can you list two occupations that share this interest:

1. _____

2. _____

Step 3 Another interest that people share is:

working outdoors

For example, the occupations of: farmer, gardner, greenskeeper. All share an interest of liking to work outdoors.

Can you list two other occupations that share this interest:

1. _____

2. _____

Step 4 You now have six occupations, two that share service interests, two that share outdoor interests, and two you were considering before.

HAND IN THIS ASSIGNMENT BEFORE GROUP MEETING 1.

GROUP MEETING 1

This group meeting is designed to teach you effective ways of adding to the list of occupations you are already considering.

Before you continue, list two occupations that you think you might be interested in:

1. _____

2. _____

In addition, the following information about fields and levels will be helpful to you and will be explained in detail at the meeting.

EIGHT ECES FIELDS

1. Service: providing service to people.
2. Business Contact: working with people in a business situation.
3. Business Organization: planning and leading a business situation.
4. Technology: working with equipment and machines to solve problems.
5. Outdoor: working outdoors.
6. Science: working with ideas and information to explore and solve problems.
7. General Culture: working to understand and relate knowledge about people.
8. Arts, Entertainment and Recreation: working to provide recreation for people.

FOUR ECES LEVELS

Level 1	People seeking to enter Level 1 occupations generally have to have at least a four-year college degree.
Level 2	People seeking to enter Level 2 occupations generally have to have at least a two-year college associate degree.
Level 3	People seeking to enter Level 3 occupations generally have to have at least one year of vocational, technical or special training in or beyond high school.
Level 4	People seeking to enter Level 4 occupations generally have to have a high school diploma or work experience necessary for a particular occupation.

ASSIGNMENT FOR GROUP MEETING 2

Step 1 List two occupations you are interested in:

1. _____

2. _____

Step 2 If you had to go to work in one of these occupations tomorrow, which one would you choose (assume that you have the necessary skills and training):

I would choose: _____

Step 3 List three of the reasons you used in making your choice:

1. _____

2. _____

3. _____

Step 4 Look at the reasons listed below. Check off any of the reasons that you could use to help you make your decision.

Salary	How much I make.
Working Conditions	My physical surroundings, i.e., a quiet office, a noisy factory, a cold room, changing climate outdoors.
Where You Would Be Employed	Who I would work for, i.e., small business, large business, the government, myself.
Personal Qualifications	What is expected of me, i.e., my strength, my personality, my ability to work alone, my ability to work in groups.
Chances For Advancement	How soon I can get promoted.
Education I will Get	What skills I will learn that will prepare me for my next occupation.
Activities	The kinds of things I would have to do.

HAND IN THIS ASSIGNMENT AT LEAST 4 DAYS BEFORE GROUP MEETING 2.

WORKSHEET #1 FOR GROUP MEETING 2

Reason Values	Reasons	Occupation #1 Counselor		Occupation #2 Laborer	
		Favorability Sign	Score	Favorability Sign	Score
10	1. Work with people	++	20	-	-10
5	2. Work indoors	++	10	-	-5
		Total Score for Occup. #1	30	Total Score for Occup. #2	-15

WORKSHEET #2 FOR GROUP MEETING 2

		Occupation #1		Occupation #2	
Reason Values	Reasons	Favorability Sign	Score	Favorability Sign	Score
	1.				
	2.				
		Total Score = for Occup. #1		Total Score = for Occup. #2	

WORKSHEET #2 FOR GROUP MEETING 2

		OCCUPATION #1		OCCUPATION #2	
Reason Values	Reasons	Favorability Sign	Score	Favorability Sign	Score
	1.				
	2.				

Total Score for Occupation #1 = _____

Total Score for Occupation #2 = _____

WORKSHEET #3 FOR GROUP MEETING 2

OCCUPATIONAL ALTERNATIVES

ECES Reasons	Reason Values (1-10)	Occupation #1		Occupation #2	
		How Favorable?	Score	How Favorable?	Score
Activities					
Working Conditions					
Where Employed					
New Knowledge Learned					
Personal Qualifications					
Interest Area (field)					
Salary					

Total Score = _____
Occupation #1

Total Score = _____
Occupation #2

WORKSHEET #3 FOR GROUP MEETING 2

OCCUPATIONAL ALTERNATIVES

ECES Reasons	Reason Values (1-10)	OCCUPATION #1		OCCUPATION #2	
		How Favorable?	Score	How Favorable?	Score
Activities					
Working Conditions					
Where Employed					
New Knowledge Learned					
Personal Qualifications					
Interest Area (Field)					
Salary					
		Total Score Occupation #1 =		Total Score Occupation #2 =	

ASSIGNMENT FOR GROUP MEETING 3

GOAL: To start you thinking about the kinds of things you would like ECES to help you with in your career planning.

WHAT IS ECES?

ECES is a tool that you can use in your career planning.

ECES will help you expand your career alternatives.

ECES will help you narrow down your career alternatives.

ECES will help you learn about occupations, majors, and schools.

ECES will help you compare how you see yourself to many facts about the occupations, majors, and schools.

ECES will not make your career decisions for you.

YOUR ASSIGNMENT is to list five questions that you want answered about your career plans.

Be sure to include at least one question about occupations or jobs, one question about majors, and one question about schools. Your other two questions can be any type you want.

1. My question about Occupations is_____

_____

2. My question about Majors is_____

_____

3. My question about Schools is_____

_____

4. Another question is_____

_____

5. Another question is_____

_____

HAND IN YOUR ASSIGNMENT BEFORE GROUP MEETING 3.

GROUP MEETING 3

GOAL: To learn what services ECES can offer you and how the expanding and narrowing skills you have already learned are used on ECES.

It is important that you know these services because you have a limited amount of time on the computer terminal. You can make the best use of your time by understanding exactly what is available, and planning exactly what you will try to accomplish during each visit.

The steps you will take will be:

1. To review your homework assignments.
2. To review the services the ECES offers you.
3. To review how your career expanding and career narrowing skills can be used with ECES.
4. To specify what parts of ECES will be most helpful for you to use.
5. To meet your ECES monitor.

STUDENT ASSIGNMENT FOR TERMINAL VISIT 1

GOAL 1: To learn how to use the ECES terminal.

Step 1 In ECES Manual Read:

Page 12 to find out how to explore an occupation.

Page 15 to find out how to explore a major.

Pages 19 & 20 to find out how the ECES charts can help you organize your ECES exploration.

Step 2 You will learn how to use the equipment during the orientation on ECES. Your monitor will be there to answer any questions and to help you get started.

Step 3 Things that are important for you to know before you use ECES:

- you can't hurt the equipment.
- use the monitors, they are there to help you.
- You control the computer.
- you will be entering your own self-estimates of your abilities, work values, and general learning ability.
- the information you put in is private, so be honest.
- whatever you put in will be remembered by the computer and organized for your use later.
- you can change answers any time you wish, so don't be afraid of making mistakes.

GOAL 2: To make the best use of your time on the ECES terminal.

Step 1 Make sure that you have a specific goal in mind before you go to ECES. In this way you will use your ECES time to your best advantage. Use your Worksheet for Terminal Visit 1 to help you develop specific goals.

Step 2 Complete your ECES exploration at the terminal.

- go through the orientation. Everyone has to do this the first time on ECES.
- explore one occupation.

- explore one major.

- call for charts 10, 20, 40, 50, 92, 93, 94

- use the time you have left to explore anything you want.

Step 3 Are there any questions that you have that you want the counselor to answer about your explorations on ECES.

REMEMBER: THE MONITOR IS THERE TO HELP YOU!

WORKSHEET FOR TERMINAL VISIT 1

GOAL 1: To choose occupations to explore.

Step 1 You have two ways to select an occupation.

A. One way is to use the occupation you chose as the most important to you in Group Meeting 2.

B. The other way is to use your search strategy and choose one of the occupations that looks interesting to you from those listed.

Step 2 The occupation I will explore first is:

_____ _____
Occupation ECES Numb

Step 3 The occupation I will explore next if I have more time is:

_____ _____
Occupation ECES Number

GOAL 2: To choose majors to explore.

Step 1 You have two ways to select a major.

A. One way is to look on the major chart in the same field and level as the occupation you will explore first.

Select the major in that field and level that looks like it would prepare you for the occupation you will explore.

B. The other way is to use your search strategy and choose one of the majors that looks interesting to you from those listed.

Step 2 The major I will explore first is:

_____ _____
Major ECES Number

Step 3 The major I will explore next if I have time is:

_____ _____
Major ECES Number

GOAL 3: To identify questions you want your counselor to answer about your explorations on ECES.

Remember: Your monitor can answer any questions you have about the terminal.

One question I have about occupations is:

One question I have about majors is:

One question I have about the charts is:

BRING PRINT-OUT TO GROUP MEETING 4.
HAND IN WORKSHEET BEFORE GROUP MEETING 4.

ASSIGNMENT FOR GROUP MEETING 4

GOAL: To help you to review the different charts that ECES offers, and how they were of help to you.

Step 1 Fill out this chart:

ECES Chart	What Is The Purpose Of This Chart?	What Did You Learn From This Chart?	What Question Do You Have About It?
10	To summarize each occupation.		
20	To summarize each major.		
30	To review the courses you have taken, and your grades.		
40	To find other related fields and levels to explore (Explorations).		
50	To find other related fields and levels to explore (Interests).		
61	Recommends the Areas of Study for each occupation.		
62	Lists the high school courses and post high school majors in each area of study.		
63	Lists occupations that your best-liked high school courses will prepare you for.		

ECES Chart	What Is The Purpose Of This Chart?	What Did You Learn From This Chart?	What Question Do You Have About It?
64	Lists occupations that your best-liked post high school majors prepare you for.		
70	Lists how often each area of study has been recommended to you by the occupations you have explored and liked.		
80	To review all your occupational explorations. Also, to rank your occupations based on your personal requirements.		
91	To go through entire orientation again and replace all previous self-estimates.		
92	To change self-estimates of interests.		
93	To change your self estimates of work values.		
94	To change your self estimates of learning abilities.		

Step 2 HAND IN ASSIGNMENT BEFORE GROUP MEETING 4.

WORKSHEET FOR GROUP MEETING 4 (Student)

GOAL 1: To specify the purposes and uses of the ECES Charts.

CHARTS	PURPOSE	WHEN TO USE
10	To summarize each occupation.	
20	To summarize each major.	
30	To review the courses you have taken, and your grades.	
40	To find other related fields and levels to explore (Explorations).	
50	To find other related fields and levels to explore (Interests).	
61	Recommends the Area of Study for each occupation.	
62	Lists the high school courses and post high school majors in each area of study.	
63	Lists occupations that your best-liked high school courses will prepare you for.	
64	Lists occupations that your best-liked post high school majors prepare you for.	

CHART	PURPOSE	WHEN TO USE
70	Lists how often each area of study has been recommended to you by the occupations you have explored and liked.	
80	To review all of your occupational explorations. Also, to rank your occupations based on your personal requirements.	
91	To go through entire orientation again and replace all previous self-estimates.	
92	To change your self-estimates of interests.	
93	To change your self estimates of work values.	
94	To change your self estimates of learning abilities.	

GOAL 2: To develop a search strategy for your next terminal visit.

Step 1 The four search strategies are: (Circle the one you will use).

1. _____
2. _____
3. _____
4. _____

Step 2 The two occupations I choose to explore on ECES are:

1. _____
2. _____

Step 3 The two related majors I choose to explore on ECES are:

1. _____

2. _____

ASSIGNMENT FOR TERMINAL VISIT 2

GOAL 1: To develop a search strategy for your second terminal visit.

Step 1 Read your student manual.

Step 2 Read specifically about Chart 63.

Step 3 Identify your best-liked high school course.

GOAL 2: To use your terminal time most efficiently.

Step 1 Explore the two occupations you identified in Group Meeting 4.

Step 2 Call for Chart 10 after each exploration if you want it.

Step 3 Explore the two related majors you identified in Group Meeting 4.

Step 4 Call for Chart 63 and use your best-liked high school course.

Step 5 Explore anything you want in your remaining time.

BRING YOUR PRINT-OUT TO GROUP MEETING 5.

STUDENT ASSIGNMENT FOR PERSONAL VISIT 2

GOAL 1: To make sure that you cover any problems you are having with ECES.

Step 1 Write down any questions about ECES you want the counselor to answer during your personal visit.

ECES Questions:

1. _____

_____

_____

2. _____

_____

_____

GOAL 2: To identify your next steps in career planning.

Step 1 Write down three specific questions that you have about yourself in relation to your career plans.

My PERSONAL QUESTIONS about my career planning:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

GOAL 3: To make sure that you cover any problems you are having with the material covered in the group meetings.

Step 1 Write down any questions you have about how to make decisions, that is, how to expand your alternative choices, and how to narrow down your alternative choices.

1. _____

_____

2. _____

_____

Step 2 Write down any questions you have about selecting sources of information and the kinds of information to ask of each source.

1. _____

_____

2. _____

_____

Step 3 Write down any questions you have about the kinds of things that people are expected to do on the job or occupation you are considering most seriously.

1. _____

_____

2. _____

_____

HAND IN YOUR QUESTIONS BEFORE YOUR PERSONAL VISIT WITH YOUR COUNSELOR.

STUDENT WORKSHEET FOR PERSONAL VISIT 2

Individual student program for Goal Accomplishment.

During this session, you and your counselor will work together to determine exactly what your goals in career planning seem to be at this time.

So far, you have done some exploring on the ECES terminal, you have done some planning in groups, and you have done a good deal of thinking on your own. The goals you and your counselor work out today will take all these things into consideration.

Your efforts together will help you know where you are, how close you are to your goals, and exactly what your next step is.

Program for _____

Goal:

Why the Goal is important to me?

Steps: Place an "X" in the box before each step after completion of that step.

☐ Step 1

☐ Step 2

☐ Step 3

☐ Step 4

☐ Step 5

☐ Step 6

☐ Step 7

ASSIGNMENT FOR GROUP MEETING 5

GOAL 1: To become familiar with Charts 70 and 62.

PURPOSE A: To learn that Chart 70 will help you to come up with an "Area of Study" most often recommended by the occupations you liked.

PURPOSE B: To learn that Chart 62 will help you learn about the high school courses and "majors" in those "areas of study" recommended to you most often.

Step 1 Review the definitions of occupation, major, and area of study. (Use your Glossary).

Step 2 Read descriptions from the "Student Manual" of Charts 70 and 62.

GOAL 2: To introduce you to the steps in your career planning.

Step 1 Write down the name of the occupation or job you think you will earn your living at after you finish your schooling:

_____
(My occupational choice)

Step 2 How much education or training will you need to prepare yourself to enter this job?

_____
(Amount of Education I'll need)

Step 3 What specific major areas of study or training could you take to prepare for the job you choose in Step 1?

Step 4 What specific high school courses must you take to prepare for the level of schooling or training you wrote down in Step 2?

Step 5 What specific high school courses should you elect (if they were available) that would help to prepare you for the job you chose in Step 1?

HAND IN YOUR WORK BEFORE GROUP MEETING 5

WORKSHEET FOR GROUP MEETING 5

GOAL 1: To familiarize you with Charts 70 and 62 on ECES.

GOAL 2: To introduce you to a model you will use for your career planning.

GOAL 3: To introduce you to the relationship between the world of work (jobs and occupations) and the world of education (the type and level of education you select).

GOAL 4: To leave you with a tentative career plan.

Step 1 Correct your homework assignment and write in your corrected career plan.

Step 2 Write down the name of the occupation or job you think you will earn your living at after you finish your schooling:

_____
(My occupational choice)

Step 3 How much education or training will you need to prepare yourself to enter this job?

_____
(Amount of education I'll need)

Step 4 What specific major areas of study or training could you take to prepare for the job you choose in Step 1?

Step 5 What specific high school courses must you take to prepare for the level of schooling or training you wrote down in Step 2?

Step 6 What specific high school courses should you elect (if they were available) that would help to prepare you for the job you chose in Step 1?

ASSIGNMENT AND WORKSHEET FOR TERMINAL VISIT 3

GOAL 1: To continue your exploration on ECES and learn how to use Charts 70 and 62.

Step 1 Write down the occupation you chose for the assignment for Group Meeting 5.

_____

Step 2 Now select one of the following search strategies to use to identify at least one new occupation related to the one you chose in Step 1. (Circle the number of the strategy you used).

1. Use Chart 63 to suggest occupations related to one of the high school courses recommended for the occupation you chose in Step 1.
2. Use Chart 64 to suggest occupations related to one of the majors recommended for the occupation you chose in Step 1.
3. Look for another occupation in the same cell (field and level intersection) as the occupation you chose in Step 1.
4. Use your OVIS search strategy sheet (with your counselor's help) to find other occupations that belong to the same test scale as the one you chose in Step 1.

Step 3 Use the search strategy to identify one new occupation to explore.

My new occupation is_____.

Step 4 During your exploration of the occupation, use Chart 62 to identify one related and new major you haven't yet explored.

My new major is_____.

Complete your exploration of the occupation.

Step 5 Ask for Chart 10 if you liked or weren't sure about the occupation.

Step 6 Explore the new major.

Step 7 Ask for Chart 20 if you liked or weren't sure about the major.

Step 8 Call for Chart 70.

Step 9 Call for Chart 62, using the area of study most often recommended by Chart 70.

Step 10 Explore.

BRING THIS ASSIGNMENT AND YOUR PRINT-OUT WITH YOU **TO** GROUP MEETING 6.

ASSIGNMENT FOR GROUP MEETING 6

GOAL 1: To learn how to use the decision-making model to narrow down the number of alternatives you are considering.

Step 1 Write down the names of the two occupations you liked the most on ECES:

1. _____

2. _____

Step 2 When you go to make decisions between these two occupations, you need certain kinds of information to help you make the decision.

What kinds of information have you learned about occupations from ECES that would help you make a decision between these two occupations?

Kinds of Information (the ten most important):

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Step 3 Have you gone about selecting your kinds of information (or reasons) systematically? That is, have you included some of the ECES reasons?

PHYSICAL reasons:
working conditions, activities.

INTELLECTUAL reasons:
education and training level required, where employed.

EMOTIONAL-INTERPERSONAL reasons:
personal qualifications, interest fields.

If not, go back to Step 2 and include those you forgot.

GOAL 2: To fill out the worksheet for this assignment.

Step 1 Write in your two occupational alternatives.

Step 2 Write in your 10 reasons.

Step 3 Assign a value from 1-10 to each reason, 10 being the most important to you and one being the least important to you.

Step 4 Assign a + or - favorability sign to each reason under each occupation:

SIGN	
++	Very Favorable
+	Favorable
+-	Not Related
-	Unfavorable
--	Very Unfavorable

Step 5 Multiply the value for each reason by the favorability sign in each cell in the first row to get a cell score.

Step 6 Repeat Step 5 for each reason.

Step 7 Add the scores for your two occupations.

You have just made a systematic decision between two occupations.

You have also indicated HOW MUCH more favorable one occupation is to the other.

In this way, you can compare many occupations together on the same reasons, and determine which one comes closest to meeting all of your requirements.

Also, if some of your reasons change over time, you have a systematic way of going back and reviewing your choices based on your new requirements, and, you can see how close your new choice comes to meeting your new requirements.

GOAL 3: To clear up any questions you have about how to use the decision-making model in your career planning, (or any personal decisions you may want to make.)

The questions I want answered are:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

HAND IN THIS ASSIGNMENT BEFORE GROUP MEETING 6.

WORKSHEET FOR ASSIGNMENT FOR GROUP MEETING 6

Reasons (from Step 2, page 31)	Reason Values (1-10)	Occupation #1		Occupation #2	
		Favorability Sign	Score	Favorability Sign	Score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
		Total Score = _____		Total Score = _____	

WORKSHEET FOR GROUP MEETING 6

REASONS	Reason Values	EDUCATIONAL ALTERNATIVES: General Education — Favorability Sign	General Education — Score	Technical Training — Favorability Sign	Technical Training — Score
		Total Score =		Total Score =	

ASSIGNMENT FOR GROUP MEETING 7

GOAL 1: To learn how to identify which sources of information to go to when you are looking for help in making career-planning decisions.

INSTRUCTIONS:

When you have questions about your career plans, there are three different types of information you might be looking for.

The first is FACTS about the occupations, majors, and schools you are considering.

The second is PERSONAL information about who you are, your interests and your abilities, and who you want to be.

The third is the RELATIONSHIPS between the facts and your personal information, whether they compare favorably or unfavorably.

So, for every source of information you go to, you are asking for one or more of the three types of information.

Step 1 Write down at least seven FACTS that ECES has about each occupation.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Step 2 Write down at least three PERSONAL types of information that ECES collects about you.

1.

2.

3.

4.

5.

Step 3 Write down at least three RELATIONSHIPS that ECES makes between its facts and your personal information.

1.

2.

3.

4.

5.

Step 4 There are many more sources of information besides ECES.

However, Not all of them offer you feedback on all three types of information.

Fill out the worksheet as fully as you can.

WORKSHEET FOR ASSIGNMENT FOR GROUP MEETING 7

What Type of Information Does Each Source Offer?

(Give one example of each where possible)

	Source of Information	FACTS	PERSONAL	RELATIONSHIPS
1.	*ECES*	*Activities Performed*	*My Interests*	*My grades compared to to the entrance requirement level of the occupation.*
2.				
3.				
4.				
5.				
6.				
7.				
8.				

9.

10.

GOAL 2: To identify the types of decisions you will have to make in your career planning.

Step 1 Write down the types of decisions you will have to make during high school.

1.

2.

3.

Step 2 Write down the types of decisions you will have to make about education or training after high school.

1.

2.

3.

Step 3 Write down the types of decisions you will have to make about occupations.

1.

2.

3.

HAND IN ASSIGNMENT BEFORE GROUP MEETING 7.

WORKSHEET FOR GROUP MEETING 7

SOURCE BY TYPE OF INFORMATION CHART

Goal: To learn what sources of information are available to you when you plan your career, and what types of information they have to offer you.

Source of Information	Type of Information Offered		
	F*	P*	R*

* F = Facts, P = Personal, R = Relationship

ASSIGNMENT FOR TERMINAL VISIT 4

GOAL: To continue to develop your career-planning skills.

INFORMATION:

You know that there are three kinds of information you will always want to know before you make each of your career decisions.

They are:

1. FACTS about the occupation, or school, or major involved in the decision.
2. PERSONAL information about your interests, aptitudes, abilities, and special requirements that relate to the decision.
3. RELATIONSHIPS between the facts and your personal requirements as they relate to the decisions you must make.

Step 1 Review your career plans that you developed in Group Meeting 5.

Step 2 For each decision you must make, ask yourself whether you feel you have enough of each type of information to make a good decision.

Step 3 Fill out the Decision Readiness Worksheet on page 43.

Step 4 For all the areas where you have a 0 on your worksheet, decide how ECES can help you find the information.

Step 5 For each piece of information that ECES can help you with, write down the steps you will take on ECES to find out the information.

Information	ECES Steps
1.	
2.	

Information	ECES Steps
3.	
4.	
5.	

The ECES steps become part of your search strategy for Terminal Visit 4.

BRING THIS ASSIGNMENT AND YOUR PRINT-OUT WITH YOU TO GROUP MEETING 8.

3:

		Alternative 1		Alternative 2		Alternative 3	
	5. Value	6. Favorability Sign	7. Score	6. Favorability Sign	7. Score	6. Favorability Sign	7. Score
(Physical)							
Intellectual)							
(Emotional)							
(Others)							
			8. Total _____		8. Total _____		8. Total _____

rnative is:

1. PROBLEM:

2. GOAL:

3:

4. Reasons	5. Value	Alternative 1 6. Favorability Sign	Alternative 1 7. Score	Alternative 2 6. Favorability Sign	Alternative 2 7. Score	6.
(Physical)						
(Intellectual)						
(Emotional)						
(Others)						
			8. Total _____		8. Total _____	

9. My Reaction to the highest alternative is:

ASSIGNMENT FOR GROUP MEETING 9 - The Speaker

Note — Do this assignment only if it is appropriate to the type of speaker you are having.

PURPOSE: To get you ready to make maximum use of your's and the speaker's time in furthering your career planning.

Step 1 — Use the Occupational Outlook Handbook and review the sections that relate to the occupations in the industry the speaker will represent.

Step 2 — Identify one of the occupations you are interested in that you have not previously explored on ECES.

Write its name on the top of your Career Information Worksheet found on page 50.

Step 3 — Read the Occupational Outlook Handbook and fill in as many facts as you can about the occupation on the Career Information Worksheet.

Step 4 — If you have time, and the occupation is on ECES, explore the occupation and continue to fill in your worksheet.

Step 5 — Go to at least five other sources of information. Continue to fill out your worksheet.

Note — If you can fill in more than three facts under each topic on the worksheet, do so !

Step 6 — Try to talk with someone in the job you are considering.

Step 7 — Write down three questions about the occupation you have not been able to answer.

Note — Do not include two questions from the same topic area:

Question 1 (Physical Area)_____

_____

_____

Question 2 (Intellectual Area)_____

_____

_____

Question 3 (Emotional-Interpersonal Area)_____

_____

_____

Step 8 Be prepared to ask at least one of your questions of the speaker during the presentation.

Step 9 Hand in to your counselor the name of the occupation you are considering and the questions you intend to ask as soon as possible.

CAREER INFORMATION WORKSHEET

for Assignment for Group Meeting 9

My Occupation is _____

FACTS I LEARNED	SOURCE I USED: "Occupational Outlook Handbook"	Counselor	Parents	Friends	Other Career Info. Sources Name _____	T.V.	Personal Interview With Someone On The Job	Books (name _____)	Other _____	Other _____
PHYSICAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relationship 1.										
2.										
3.										
INTELLECTUAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relationship 1.										
2.										
3.										

FACTS I LEARNED	"Occupa... H...				Other Caree... Name		Personal ... Someo...	Books (name...	Other	Other
PHYSICAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relation-ship 1.										
2.										
3.										
INTELLECTUAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relation-ship 1.										
2.										
3.										
EMOTIONAL-INTERPERSONAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relation-ship 1.										
2.										
3.										

ASSIGNMENT FOR GROUP MEETING 10 (Student)

PURPOSE: The purpose of this Assignment is to review the career-planning skills you have learned.

Step 1 List the career planning decisions that you will have to make between the time you enter high school and the time you start work at a full-time job.

1.

2.

3.

4.

5.

7.

Step 2 List three GENERAL types of information you need to know to make any of these career decisions.

1.

2.

3.

Step 3 List the sources of information you could use to find out about these general types of information and indicate which general types of information each source could offer you.

(See top of next page)

Type of Information Offered

Sources			
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Now you have listed the decisions you have to make, and the places where you can go to get information about these decisions. The next step is to determine how you would use this information to make your decisions.

Step 4 List the steps you would use to make a logical decision.

1.

2.

3.

4.

5.

6.

7.

8.

Once you have made a decision in each of your career planning areas, the next step is to specify exactly what steps you will take to go from where you are to where you want to go.

Step 5 List the tentative career plans that you have made.

Start with your goal--a tentative occupational choice, and work backwards showing the tentative plans you have made or alternatives you have identified at each decision step along the way.

My tentative occupational goal is:

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

ASSIGNMENT FOR PERSONAL VISIT 3

GOAL: To pull together your experience in this program, and make sure that your goals have been met.

Step 1 Look at the original three goals that you and your counselor developed during Personal Visit 1.

Do you feel that you have gone as far towards completing your goals as you could have in this program? (Circle One)

Yes No

Step 2 List any questions you have about these goals or any areas you feel you are not sure about.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Step 3 Look at the individual program that you and your counselor developed during Personal Visit 2.

Do you feel that you have made satisfactory progress in reaching your goal in this program? (Circle One)

Yes No

Step 4 List any questions or difficulties you have in relation to this program and your progress in it.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Step 5 Review your homework and classroom worksheet for Group Meeting 10.

Write down any questions you have about any part of the assignments.

1.

2.

3.

4.

5.

CAREER PLAN

GOAL: To develop a career plan for you which will help you reach your occupational objective.

This is an outline for you and your counselor to follow in developing your career plan.

Student's name_____

My occupational objective is_____

My alternative courses of action to reach my occupational objective:

1._____
2._____
3._____
4._____
5._____

These alternative courses of action would also prepare me for the following occupational objectives:

1._____
2._____
3._____
4._____
5._____

Career Plan (con't)

These are the high school courses that I must take to meet our basic high school graduation requirements:

GRADE 10

_____ _____

_____ _____

_____ _____

GRADE 11

_____ _____

_____ _____

_____ _____

GRADE 12

_____ _____

_____ _____

_____ _____

These are the recommended courses and specialized training that I should take to help me reach my occupational objective:

GRADE 10

_____ _____

_____ _____

_____ _____

_____ _____

GRADE 11

_____ _____

_____ _____

_____ _____

_____ _____

GLOSSARY

ALTERNATIVE - a choice

ANALYSIS - putting facts together to make sense out of them

AREA OF STUDY - a group of courses which share similar types of skills

CAREER - what you do for the rest of your life -- all the jobs you do

CAREER PLANNING - a step-by-step way of making sure you get the jobs you really want

CHART - a computer print-out that organizes information so you can use it easily

CLARIFICATION - making sense out of something

COMPUTER - a machine which collects and gives back all kinds of information

COURSE OF STUDY - the things you need to know about certain skills

CRITERION - a reason for making a decision about something

CRITERIA - plural of criterion, more than one reason for making a decision about something

CURRICULUM - the group of courses offered at your school

DATA - a number of facts or information

DECISION - making a choice

EMOTIONAL - having to do with the way you feel about things and how they effect your attitudes

EVALUATE - to decide how important something is

EXPANSION - adding to the number of alternatives you have to choose from

EXPLORATION - looking for something

FIELD - a group of similar interests

FREQUENCY - how often something happens

GENERAL - a category which includes a number of related facts or ideas

GOAL - something to aim for

INSTITUTION - a school or college or jail

INTELLECTUAL - having to do with what you know, or learn, or think about

INTEREST - what you like to do

INTERPERSONAL - a relationship between persons

JOB - what you earn a living at

LEVEL - the amount of education required

LOGICAL - something that makes sense, is reasonable and reliable

MAJOR - a group of courses that relate to learning all the skills in a given area

NARROWING - the process of choosing between your alternatives

OCCUPATION - a job at which you earn your living

ORIENTATION - the first time you learn about what you will be doing

PHYSICAL - having to do with what actually happens to you and what you actually have to do

POST HIGH SCHOOL - after high school

SCALE - a way to measure something

SEARCH STRATEGY - a plan for exploring occupations or majors on the ECES terminal

SELF-ESTIMATE - what you think or feel about yourself

SERVICE - something done that is helpful

SPECIFIC - a single fact or idea

SPECIFY - to name or identify something

STRATEGY - a plan of action

SUMMARY - a review of important points

SYMBOL - a sign used to represent words

SYSTEMATIC - a step-by-step way of doing something

TENTATIVE - something which may easily change

TERMINAL - a typewriter and film screen that lets you communicate with the computer